



## Orchard Head - Primary Catch-up Plan

### Rationale:

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. In order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF, DfE and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

Strategy	School rationale	Evidence	Implementation	Cost	Expected impact/outcome
<b>Developing Teaching</b>					
Assessment – NFER assessment resources. Use of forensic QLA to ensure intervention is purposeful and pupil progress can be tracked more robustly following their return to full time education.	The NFER assessment resources would be used to provide additional and ongoing detailed diagnostics of pupils learning. Any potential ‘gaps’ in pupils’ learning can be more easily identified and eradicated.	 <p>The aim of this type of assessment is to match tasks, activities and support pupils’ current capabilities, so that all pupils have an appropriate level of challenge and clear indicators of how to improve based upon assessment data.</p>	The NFER assessment resources would be used to provide a detailed diagnostic of pupils learning. The ‘gaps’ in pupils learning can be easily identified and this will feed into the delivery of the one to one tuition that will be provided	Assessment resources for Y1, Y3, Y4 and Y5.  Total cost - £2462	<p>A more rigorous Trust wide approach to assessment and intervention (in non-examination year groups) using this strategy.</p> <p>Target outcomes in these year groups are achieved, especially for PP and SEN cohorts.</p> <p>Improved wellbeing for staff members due to the ease of implementation and reduced workload.</p>
Staff CPD – developing staff understanding of metacognition and cognitive load.	Ensure all staff understand the science of memory and learning to teach the children more effectively how to retain key pieces of knowledge and skill.	 <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can</p>	Staff CPD sessions	£0	<p>Improved outcomes for pupils and evidence of curriculum impact for internal and external reviews including Ofsted inspection activities.</p> <p>Staff are more confident in delivering our ambitious curriculum – face to face and remotely (staff survey).</p>



Remote learning CPD	Teaching remotely requires that all teaching staff have effective CPD to allow them to deliver highly effective remote lessons.	<p>support each other and make their thinking explicit through discussion.</p> <p>High quality remote learning is in place to ensure pupils continue to benefit from the expert academic and pastoral support provided by their teachers.</p> <p><b>EEF - Remote learning April 2020</b>          ‘Teaching quality is more important than how lessons are delivered’.          ‘Peer interactions can provide motivation and improve learning outcome’.</p>			Parent feedback questionnaire on remote learning provision is positive.
Core subject leadership development in maths.	Research demonstrates that mastery learning approaches are effective, leading to, on average, an additional five months progress. Mastery learning appears to be particularly effective when pupils work collaboratively, taking responsibility for supporting each other’s knowledge and skill development.	 <p>Traditional teaching keeps time spent on a topic constant and allows pupils’ mastery of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent working towards these objectives.</p>	EYFS-KS2 from end of Jan 2021.  School maths leaders will work alongside a white rose national specialist in developing the teaching of maths throughout the school. In addition, we will explore the utilisation and introduction of high-quality teaching resources to supplement the strategy (numicon).	Total £1,500	Stronger staff subject knowledge leading to better quality first teaching – evidenced through school outcomes.  More consistent Trust wide tracking of maths across the key stages.
<b>Targeted Academic support</b>					
Third Space Learning is part of the NTP: 1-1 Online Maths Tuition.	Extensive evidence carried out by The Sutton Trust on behalf of EEF and NTP shows that		Weekly 1:1 Maths coaching sessions that are bespoke to pupils’ learning needs. This intervention has a	10 pupils - This would commence for one term initially. This would be rolled out across 3	Children receiving this 1-1 weekly tuition will make accelerated progress in Maths; positively impacting on their confidence and self-



	children can make significant progress with high-quality tutoring. This tutoring specifically aims to address the 'Disadvantage Gap' and 'Regional Gap'.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions over a set period to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	proven track record of success with our Y6 children and would be rolled out across KS2	additional year groups Total cost for Spring term - £6,406.50 Potential to continue into Summer Term	esteem in all areas of their curriculum development.  Staff will be able to use 'premium' resources provided and become more confident in their ability to ensure children make the progress that they are capable of.
One to one and small group mentoring	There is extensive evidence supporting the impact of high-quality 1:1 and small group mentoring as a catch-up strategy.'	Short, regular sessions over a set period of time to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	Weekly 1:1 reading and maths with targeted children (bottom 5%) with additional books purchased – see parent section.  Weekly 1:3 (bottom 15%) reading and maths with targeted children.	For 1 day additional day of tutoring for a UPS3 teacher, this would cost <i>(£8,320.80 p/a for 1 teacher):</i> For 2 teachers 8 X days of Reading tutoring = £2000 8 X days of Writing tutoring = £2000 8 X days of Maths tutoring = £2000 4 x days planning Total cost - £3828 for both teachers	Accelerated progress for targeted groups and an improved attainment rate in WTAR and ARE data.
<b>Wider Strategies</b>					
Core skill development - spelling	Baseline assessment data indicates that pupils' spelling and handwriting have been negatively impacted during the National pandemic.	Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. Some learning platforms have the potential to enable changes in teaching and learning interactions. For example, they can support teachers to provide more effective feedback or use more helpful representations, or they can motivate students to practise more.	The purchase and implementation of the online learning platform 'SumDog'.  CPD sessions to ensure consistency of implementation during Autumn and Summer terms.	£1126.25 initial purchase cost	Pupil will have access to a user-friendly digital platform to improve their spellings.  It would be expected the % of ARE outcomes in writing and GPS would be in line with school targets.



Curriculum and timetable adaptations	Lost learning time due to lockdowns and Covid teaching restrictions has led to pupils not accessing the full originally planned – this will be reflected in the curriculum long term plans for each subject area.	<p><b>EEF - Covid-19 support guide for schools</b></p> <p>‘For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that one single approach will be enough’.</p> <p><b>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21</b></p> <p>‘Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning’.</p>	Curriculum cycle A from September 2021/22	£0	One-page summary curriculum adaptations for each subject area.
One to one and small group tuition/mentoring – RWI resources.	There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition/mentoring as a catch-up strategy.	 <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners as they begin to read.</p>	Read Write Inc is already embedded into the curriculum. This supplementary resource will enable parents and carers to support the early reading learning of their children.	<p>£1150 – Online learning portal</p> <p>£550 – 2<sup>nd</sup> development day</p> <p>£1436.25 – extra copies of book bag books</p> <p>£3136.25</p>	By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, we expect the impact to be accelerated improvement in the children’s reading and phonics ability.
<b>TOTAL PROJECTED COST</b>				<b>£24,459</b>	
<b>TOTAL BUDGET</b>				<b>£24,960</b>	
<b>DEFECIT / SURPLUS</b>				<b>+£501</b>	